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BOSTON UNIVERSITY

GRADUATE SCHOOL

Thesis

# TWO UNITS FOR A TENTH-GRADE ENGLISH CLASS

Submitted by

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# CHAPTER I

# THE PROBLEM OF VALID UNIT ORGANIZATION

## Seminar in Secondary Education

During the second semester of the year 1944-1945, the writer was enrolled at the School of Education at Boston University as a member of a course entitled "Seminar in Secondary Education", conducted by Dr. Roy O. Billett. The students in this course chose individual projects related to their own problems as teachers and administrators and developed these under the guidance of Dr. Billett during individual conferences and by personal research. As a teacher of English and Latin at Braintree High School, Braintree, Massachusetts, the author felt that her most vital problem was unit organization of the topics included in a prescribed course of study for tenth-grade English classes; consequently, she chose as her individual project the unit organization of the topics "Character Revelation in Drama" and "Intelligent Reading of Newspapers".

## Systematic Preliminary Planning

Discovery of abilities, interests, and aptitudes of the pupils for the first topic.-- The first step in the systematic preliminary planning was to discover the abilities, interests, and aptitudes of the class members in the area represented by each

topic. The first topic selected for unit organization was "Character Revelation in Drama". Since there was an attempt to have homogeneous grouping, the two class divisions consisted of 74 slightly better than average or quite superior college-preparatory students. Guidance-department records, consisting of subject achievement, personality-rating scales, interest questionnaires, health records, intelligence quotients, and grade level of reading ability, revealed pertinent data. For example, this tenth-grade class ranged from 105 to 140 in intelligence quotient, and from the ninth grade up to the fifteenth in reading ability. Adverse conduct tendencies were noted on comment sheets concerning eleven of the students. The instructor herself had observed the following on the part of some of the pupils: (1) lack of ambition; (2) selfishness; (3) unsociability; and (4) failure to cooperate. It was the conclusion of the writer that the best result of the study of drama should not be its analysis as a type but rather the subtle influence upon the character of the young reader, who has the opportunity to see the characters in close association and to understand the ethical significance of those traits causing failure and unhappiness.1/

A questionnaire was prepared and submitted to the students regarding their concept of character revelation in dramatic selections. Few seemed to recognize the ethical implications of

1/ Adapted from The Teaching of English in the Secondary School, Charles Swain Thomas, Houghton Mifflin Company, Boston, Mass., 1927. pp. 306-307.

the plays which they had seen or read, but could remember in detail the incidents of the plot. Only a few claimed that they read plays from choice, but almost all asserted that their favorite radio programs consisted of plays and that they especially enjoyed motion pictures. Several were members of church dramatic societies, which they described as their favorite clubs. It seemed reasonable to expect that these mentally alert young people, who would probably resent preaching, through their participation in a series of carefully organized activities in this area of decided interest to them might develop the proper insight into what constitutes strength of character; from such insight there probably would grow proper attitudes and capacities for behavior.

Formulation of a tentative teacher's goal.-- The next stage of the work consisted of an attempt to formulate a tentative teacher's goal encompassing the growth which these tenth-grade pupils should have an opportunity to make in the area represented by the topic "Character Revelation in Drama". The writer tried to list all of the most desirable traits of character, starring those which are most commonly revealed by the heroic characters in plays. Since drama is a representation of life, it would have been possible to discover dramatic characters exemplifying all of the traits constituting true nobility. It was decided, however, to establish a goal encompassing proper relationship with and service toward one's fellow-beings. This goal was then verbalized in the form of a general statement of the unit. After careful study of the various factors of worthy association and service,

boundaries were established in the form of an itemized statement, or delimitation of the unit, and a list was made of probable indirect and incidental learning products.

Selection and organization of activities.-- The next phase in the preliminary planning was the selection and organization of activities for teacher and pupils which should lead to growth in the area represented by the topic. A very important matter for consideration in connection with such planning was the facilities available or attainable; for example, the classroom was equipped with stationary desks, a book closet, a table for reference material, and a bulletin. In the building there were available dramatic recordings, a voice recording machine, a loud speaker system, and excellent stage equipment. For reading selections in addition to collections for individual students, there was found in the school library a large number of books containing material related to the goal. The writer then noted on separate cards pertinent questions and activities, which were later organized into a unit assignment, containing suggested core experiences, optional activities, and related readings in code.

Discovery of abilities, interest, and aptitudes of the pupils for the second topic.-- The second topic selected for unit organization for the same class was "The Intelligent Reading of Newspapers". To supplement the data already known concerning the abilities and aptitudes of the pupils in the area represented by the topic, a questionnaire concerning different aspects of intelligent reading of newspapers was administered to the pupils. The following data in

Tables 1 and 2 obtained as a result of the students' answers to

Table 1. Newspapers and Departments Read by 74 Tenth-Grade Pupils of Braintree High School.

| Reading Choice | Number of Pupils |
|---|---|
| | Newspapers |
| Sunday Newspaper. . . . . | 58 |
| Daily Newspaper . . . . . | 52 |
| Weeklies. . . . . | 47 |
| Local Newspapers Only . . . . . | 37 |
| More than One Newspaper . . . . . | 15 |
| | Departments |
| Local News. . . . . | 52 |
| Comics. . . . . | 49 |
| Radio Programs. . . . . | 47 |
| Science and Aviation. . . . . | 42 |
| Advertising . . . . . | 42 |
| Sports. . . . . | 38 |
| Foreign News. . . . . | 37 |
| Fashions. . . . . | 27 |
| Quizzes . . . . . | 23 |
| Weather . . . . . | 23 |
| Interviews. . . . . | 19 |
| Fiction . . . . . | 14 |
| Editorials. . . . . | 11 |
| Society . . . . . | 7 |
| Hobbies . . . . . | 6 |
| Recipes . . . . . | 5 |
| Poetry. . . . . | 2 |
| Finance . . . . . | 0 |
| Care of Children. . . . . | 0 |

the questionnaire seemed to justify a unit organization of the topic regarding the intelligent reading of newspapers.

Table 2. Factors Related to the Intelligent Reading of Newspapers as Indicated by the Response of 74 Tenth-Grade Pupils of Braintree High School to a Questionnaire

| Factors Related to the Intelligent Reading of Newspapers | Number of Pupils |
|---|---|
| Acquaintance with press services and duties of foreign correspondents . | 59 |
| Belief that space, prominence of position, and size of headlines do not always indicate the importance of an article. . . . . | 43 |
| Recognition of the nature and purpose of human-interest stories and feature articles . . . . . | 39 |
| Recognition of the structure of articles . . . . . | 27 |
| An understanding of the control of policy . . . . . | 25 |
| An understanding of syndication. . . | 21 |
| Looking up unfamiliar words. . . . . | 7 |
| Belief in all that they read . . . . | 0 |

Since a large number of the students admitted that they did not read daily newspapers, and the majority of those reading daily papers read only local papers, there was an evident need to have the students acquaint themselves with the state and national newspapers. Obviously, the instructive and democratic features of newspapers were being missed by many pupils who were well able to understand and to profit from the departments which they ignored. Too many students, whether through improper scheduling of time, lack of stimulus, or carelessness, did not read anything but entertainment features and local news. Through properly directed activities and problem solving, it seemed probable that many of these students would want to make the best possible use of newspapers and would develop genuine respect for the truth.

Establishing a tentative teacher's goal for the second topic.--In order to establish a teacher's goal, the writer tried to consider all of the factors vital to the intelligent reading of newspapers on the part of tenth-grade pupils. For example, the following seemed essential: (1) knowledge of the numbers and types of newspapers; (2) acquaintance with the departments of newspapers; (3) some understanding of the structure of articles; (4) an understanding of the source of news; (5) information concerning the ownership; (6) proper reading habits, including correct eye movements and an adjusted rate of speed; (7) an enlarged vocabulary; and (8) an insight into the editorial policy together with an attitude of wanting only correct information and unbiassed viewpoints regarding current problems. These factors, together with others related to them, were organized into (1) a general statement

of the unit, (2)adelimitation of the unit, and (3) a list of probable indirect and incidental learning products.

Planning core experiences and optional related activities for the second topic.-- The next step was the planning of core experiences and optional related activities which could be expected to lead to some educative growth in the area represented by the topic. Such activities were planned with the facts in mind that library reference material was adequate, that there was a school magazine to which students contributed, and that there were available commercial machines for duplicating student newspapers.

The chapters which follow contain the unit organization of the two topics, followed by their evaluation based upon observations made by teacher and pupils throughout the experiential sequence, and upon the results of tests of mastery administered after the completion of the pooling of experiences.

## CHAPTER II

## UNIT ORGANIZATION OF THE TOPIC "CHARACTER REVELATION IN DRAMA"

### Statement of the Unit[1]

The real test of strength of character is the way in which we meet the challenges and the problems that confront us. Drama, which represents life, portrays people who face conflicts. In their relationship with others and in their solution of these problems, the characters reveal themselves as selfishly ambitious, or, on the other hand, as kind, charitable, and self-sacrificing.

### Delimitation[2]

A. A good person resists the temptation to do that which benefits himself alone and tries to win success that will aid others as well.

B. A powerful theme for drama is that the attainment of power without a good cause cannot guarantee happiness.

C. It is not wealth that can ensure happiness, but the knowledge that we have lived an honorable life among our fellow men.

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1/ All terminology used in this chapter and in the following chapter is the terminology employed in Roy O. Billett's Fundamentals of Secondary-School Teaching, Houghton Mifflin Company, 1940, and in the course entitled "The Unit Method in the Secondary School" conducted by Dr. Roy O. Billett at the School of Education, Boston University.

2/ Ibid., pp. 505-506

D. Drama is based upon life; biography, however, is the true account of a life. In biographies there are many examples of those who have worked very hard for a common cause but have been completely happy in their lives of service.

Probable Time Limit

A. Introductory period--two class periods.

B. Laboratory period--two weeks.

C. Pooling of experiences--one week.

D. Test of mastery--one class period.

Incidental Learning Products[1]

A. All plays have a basic idea or theme, which is capable of appealing to the emotions so that it will hold the attention or interest.

B. Since the story of any play is vitally concerned with a problem or struggle, the plot presents the theme through this medium, which it develops to a climax.

C. There are several parts in the structure: the beginning, the exposition, the development, the climax, and the ending.

D. The beginning of a play to be effective should sound the emotional tone and arouse our interest.

E. The exposition, presented at the start, should reveal who the people are or how they came to be in the particular relationship.

F. In the development there is revealed the opposition of

1/ Roy O. Billett, Fundamentals of Secondary-School Teaching, p. 506

people or factors against which the principal character (or characters) is contending. A series of situations point toward a solution. An element of suspense is effective in the development.

G. The point where the solution of the problem has been reached and our emotional response is highest is the climax.

H. Characters in any play should be true to life, unless there is reason for their being exaggerated for the sake of ridicule or fun-humor.

I. Characters are generally revealed through their own action and speech.

J. Tense plays are marked by strong suspense and seriousness of mood. They may be described usually as tragedies, mysteries, or melodramas.

K. A tragedy ends in disaster for the principal character.

L. A melodrama is a tense play where the struggle is developed with a great deal of action and ends in the success of the principal character.

M. Comedies end without disaster to the principal characters.

N. Farces differ from comedies in exceeding probability.

O. Fantasies are fanciful rather than humorous.

## Introduction

First discussion period.-- The teacher will try to have the students recall the plays which they have previously read or seen. The following questions supplemented by suggestions by the teacher should succeed in formulating the goal that in drama the students will meet real people facing problems to be solved.

A. What are some of the plays which you have read or seen?

B. What was the plot of one of those plays?

C. Do you remember any of the characters? Were they true to life? Were any exaggerated? Do you remember any characters who were like people whom you know?

D. One definition of a play could be that it represents life and at the same time arouses emotion in an audience.

1. How do plays represent life?

2. If you have read or seen Uncle Tom's Cabin, name the emotion which you felt? Why were you aroused?

3. Consider any play with wnich you are familiar. What was the idea which the dramatist wanted to prove? Did you feel amused, joyful, sorrowful, or angry when you saw or read the play?

E. If plays represent life, should they be entirely serious or comic?

F. A dramatist starts with an idea which becomes the theme of his play. What ideas or themes which would interest the audience can you name in connection with the following: the American Revolution, the Civil War, the early Colonial days?

G. A play must be concerned with a problem or conflict of some sort. What great problems arose during World War II? Could these problems be used as ideas for plays, novels, stories and poems?

H. The setting of a play refers to the physical environment. The background is important since it contributes to the

atmosphere of the play. What would be effective settings for plays concerning the following?

1. Crime
2. Neglected poor people
3. A mysterious happening

I. How could the costumes of the characters in the above mentioned plays contribute to the general effect?

J. A dramatist will ordinarily make us see his characters in their true worth by what they say and do. Why do we sometimes disapprove of a writer's portrayal of a character? Do unusual personalities have a place in modern drama?

Second discussion period.-- Students will be prepared to discuss the introductory set of questions found in the study guides distributed to them at the conclusion of the first discussion period.

Recordings may be played to advantage at this time.

(2) (6)

## The Unit Assignment[1]

### Study-Guide[2]

I. Introduction.

A. The Drama in History (3:3-17)

1. Why does drama go so far back in antiquity that its origin is unknown?

2. How was the ancient Grecian drama connected with religion?

3. Why were the early plays called tragedies?

4. How did comedies originate?

5. What did the Greek open-air theatre resemble in our time?

6. How did the Romans cause dramatic performances to go down in quality?

7. When and why was drama banned in Rome?

8. After this silence of drama for one thousand years, how did the church happen to revive it?

9. Why were plays first taken outside the churches?

10. Who were the strolling players? Where did they perform?

11. Describe the advances in drama during the Elizabethan ers.

12. Why is Shakespeare considered the undying glory of England?

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1/ Roy C. Billett, Fundamentals of Secondary-School Teaching, pp.464,506
2/ Ibid., p. 508

13. It is said that Henrik Ibsen is the father of modern drama. What did he emphasize in his plays? Action or character? Ordinary people or kings? Petty affairs or greater problems in life?

B. What are the types of plays? (3:16-18)

Complete the following statements.

1. A tragedy is a serious play in which the leading character meets obstacles which he cannot_____.

2. A comedy is a humorous play, usually with a happy_____.

3. A melodrama has a serious plot which is greatly _____.

4. A farce is extremely hilarious and presents _____action.

II. Consider the following problems in connection with the play, What Men Live By by Virginia Church. (3)

A. Vocabulary.

Familiarize yourself with the list of words before reading the play.

roubles--Russian coin, normally 51.5 cents

kaftan--a gown or garment

destitute--lacking necessities

dessiatine--a tenth

ministrations--acts of rendering aid

bibulous--inclined to drink

awl--a pointed instrument for piercing small holes.

B. As you read the play, try to answer these questions.

1. Note the setting or environment. What atmosphere does it create?

2. The plot consists of a series of incidents. What incidents occur that may be connected with the solution of the plot?

3. Does anything mysterious occur to hold you in suspense?

4. Are any of the characters unusual?

5. What symbols are used in the play? What do they signify?

C. After you have completed the plays, prepare to answer the following questions.

1. The theme as stated in the play is that "men only appear to live by taking thought of themselves; in reality, they live by Love alone." Can you restate this idea in your own words?

2. What characters demonstrate kindness and charity?

3. What person shows great selfishness in contrast?

4. What did the supernatural, the Devil and the Angel, signify?

III. Read The Emperor Jones by Eugene O'Neill. (3)

You should study the vocabulary carefully. Most of the words listed are significantly used in the stage directions to give a vivid picture.

A. Vocabulary

evasive--avoiding slyly

chevrons--bands worn on the sleeve as the sign of military rank

suavest--most gracious

imperturbably--calmly

reminiscently--in an attempt to remember

perceptibly--noticeably

foreboding--predicting an evil to come

eerie--weird

automaton--a living being acting mechanically

subserviently--in a fawning, cringing manner

vindictiveness--revengefulness

condescendingly--in a patronizing manner

pantomime--a dumb show

B. Answer the following questions as you read the play:

1. What is unusual about the stage directions?

2. How does the opening scene emphasize the personality of the Emperor?

3. Prove that Smithers' character serves to emphasize that of Jones by contrast.

4. What is the description of Jones that is included in the stage directions?

5. What do you learn of Jones's past?

6. What are the indications of great strength of will in Emperor Jones?

7. Does he care for anyone other than himself?

8. What is the effect of the rapid shift of scenes?

9. What are the first signs that Emperor Jones is losing control of himself?

10. How does the Emperor's wicked past contribute to his downfall?

11. Is the Emperor really strong or is he conquered by his base superstitions?

12. Why does he confess his sins?

13. What effect could the beating of the tom-toms have upon the audience?

14. How has Emperor Jones misused his powers of leadership? Can you suggest what might have caused such a misspent life?

IV. Read Wings Over Europe by R. Nichols and M. Browne (3) Before reading the play, study carefully the list of words, many of which may be unfamiliar to you.

portentousness--prophetic significance

oblivious--forgetful

protagonist--one with the leading part in a drama

neurological--concerning the nervous system

aptitudes--capacities

megalomania--craze for great things

morbidly--gloomily

pathologically--in reference to disease

deputation--delegation

prosaic--commonplace

noxious--harmful

deprecatingly--in a manner expressing disapproval

heterogeneous--dissimilar

Bourse--an exchange

acerbity--bitterness

parasite--one that lives on another

moratorium--delay

ruminating--pondering

contingency--chance

capitulate--to give in

implacable--relentless

modicum--a small quantity

apprehension--fear

enigma--riddle, puzzle

A. As you read the play, answer the following questions:

1. How are you affected by the opening scene?

2. What is the first sign that Francis Lightfoot is different from other men?

3. How do the doctors describe him?

4. What remarks does Francis make that prove him completely devoted to his fellow men?

5. When the cabinet members first speak, do they prove themselves more interested in science or in the rules and customs of their order?

6. When Francis reveals his scientific achievement, why are the members dismayed? Why does Francis rejoice in his discovery?

7. Explain Lord Sunningdale's remark that Francis is "too full o' faith, hope, and charity."

8. How does Evelyn Arthur prove himself deceitful and self-centered?

9. What does Francis mean when he says, "You're jealous of your power--the power of the few over the many"?

10. Explain Francis' accusation that Mr. Arthur does not know humanity because he does not love it.

11. Do those who state that Francis wants to make the world safe for democracy share his wish?

12. Why do the cabinet members want Francis to conceal his knowledge?

13. When Francis despairs of mankind, what decision does he make?

14. How is his decision thwarted?

15. What message does the Prime Minister receive from Geneva?

16. Explain Dunne's remark that "if man can find faith, it is the Beginning." Does he mean the beginning of freedom?

V. Select another play or plays from the collections in the classroom or school library. Interesting plays are to be found in the following: (2) (5) (7) (12) (13) (16) (18) (22)

As you read the selected play consider the following questions. At the conclusion of your reading, write fitting answers in your notebook.

A. What type of play is it?

B. What are the incidents comprising the plot?

C. What is the main idea of the play?

D. What is the nature of the conflict?

E. At what point were you most interested? That should be the climax of the play.

F. Examine the characters. Do they act like real people? Do you admire or condemn them in their relationship with others?

VI. Select from the list of biographies a book of biography or autobiography of one of the following people noted for their services and achievements. (23 through 33, inclusive)

A. Andrew Carnegie--a poor Scottish lad became in America a great financial genius who left millions to benefit the public.

B. Clara Barton--a young schoolteacher, devoting her life to service among the disabled and suffering, established the American Red Cross.

C. Madame Curie--a great scientist, who gave her life to research that others might benefit from her discoveries.

D. Disraeli--a great English statesman and author who became Prime Minister of Great Britain.

E. Goethals--an engineer under whose supervision the Panama Canal was completed.

F. Wilfred T. Grenfell--a doctor who devoted his life to acting as a medical missionary in Newfoundland and Labrador.

G. Roland Hayes--a negro operatic star who has endeavored to work in behalf of his fellow negroes.

H. Thomas Jefferson--a great apostle of democracy in the history of the United States.

I. Florence Nightingale--a nurse who devoted her life to improving medical aid for soldiers.

J. Jacob Riis--a poor immigrant rises to fame and acnieves the true spirit of Americanism-righteousness and charity.

VII. As you read your selection, consider the following problems to be included in written reviews.

A. When did the subject of your biography first decide upon his or her life work?

B. What excellent traits of character did that person possess which you would like to have also?

C. What obstacles were in the way of success?

D. How were those obstacles overcome?

E. Was he or she devoted to a cause for the sake of wealth, or was there real devotion to the happiness and well-being of others?

F. What incident in his or her life could be dramatized? What idea would you attempt to prove by such a play? What would the setting be? Describe the characters that you would include.

VIII. Optional activities.

You will find on separate cards additional activities which should interest you. Please consult these cards as you may wish to complete the activities suggested. The activities are listed on the bulletin board.

Whenever you think of an interesting activity in connection with this unit, write a description of it and hand your written suggestion to the teacher.

## Optional Activities[1]

The following do not appear on the study guides distributed to each pupil. They are listed on separate cards for individual use. The Roman numerals indicate an individual activity as it appears on a card. These activities are also listed on the bulletin.

I. Prepare to discuss before the class the drama of ancient Greece. (1) (9:20-32)

Include answers to the following in your discussion:

A. When did drama originate in Greece?

B. How did it originate?

C. What were the three unities?

D. What was the importance of the chorus in Greek drama?

E. Where were the plays held?

II. Read a classical Greek play. (16) Write your answers to the following questions in your notebooks:

A. What did the author wish to reveal by his play?

B. What reference was made to the gods?

C. Was the language commonplace or highly poetic?

D. If you were "producing" such a play, what would be the setting?

E. What kind of costumes would be required?

F. How many principal characters would you select? Have you any American actors in mind for the parts?

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1/ Roy O. Billett, Fundamentals of Secondary-School Teaching, p. 507

Optional Activities

III. Be prepared to discuss the rise of drama in England.

Include your answers to the following questions in your report:

A. Who introduced drama to England in 800-900?

B. What did the priests use as material for their drama?

C. Where were these plays presented?

D. How did it happen that plays were gradually produced by members of the guilds?

What did they use as material for their plays?

E. Can you explain Miracle Plays, Mysteries, and Moralities?

F. Of what importance were the strolling players in the rise of drama?

IV. Read some material from the references concerning the Elizabethan Drama. (6) (9:Ch.IV) (21)

Write in your notebook answers to the following questions:

A. What is the date of the Elizabethan period?

B. Why did drama flourish at that time?

C. Where were the dramas presented?

D. Describe the earliest London theatres, the actors, and the audience.

E. Who was the greatest dramatist of this period?

Why has he surpassed all other dramatists?

## Optional Activities

V. Prepare a written report concerning the life and works of Henrik Ibsen (4:1-14) (9:Ch. IX) (13:7-23)

Include your answers to the following questions in your report.

A. When and where was Ibsen born?

B. How did he completely revolutionize the dramatic history of the world?

C. Read a play by Ibsen. What was the idea revealed by the play? Were the people lifelike? Do you think that Ibsen was criticizing people in their relationship with one another?

D. Why is Ibsen called the father of modern drama?

VI. Prepare an interesting report to be given to the class on the life and work of one of the following American playwrights: Marc Connelly, Edna Ferber, Susan Glaspell, George S. Kaufman, George Kelly, Percy MacKaye, Christopher Morley, Thornton Wilder (8) (11)

Include answers to the following questions:

A. When and where was the playwright born?

B. What education did he or she receive?

C. What factors in the playwright's life might have aided dramatic writing?

D. What are some of the plays written by that playwright?

E. Read one of the plays.

1. What type of play is it?

Optional Activities

2. Where is the conflict or opposition?

3. What is the theme of the play?

4. What is your reaction to the characters? One of admiration or of disapproval?

VII. Try writing for class production a short dramatic sketch based upon the life of a person whose biography you read. (17:Ch.XVI)

A. Before you write your play, consider the following:

1. What was the incident in that person's life of greatest interest to you? Would others be equally as interested? What emotion did you feel when you read the incident?

2. Where was the setting?

3. Did the incident involve a struggle or conflict before its fulfillment? Was that conflict between people or within the person's own mind?

4. Who were the other people concerned in or by the incident? These will be your characters.

5. When you develop the plot, are you going to use the incident as the beginning, development, or climax of the play? That will determine other incidents concerned.

6. Select a background to fit the incidents.

B. As you write, observe the following:

1. Are your incidents building up to a climax? You must hold the attention throughout, not giving away the solution.

Optional Activities

2. Do real incidents occur in your play?

3. Have your characters talk and act naturally.

VII. Try writing a short dramatic sketch based upon some incident which is connected with the history of your town, or upon any other historical episode interesting for development into a one-act play (17:Ch.XVI)

Consult a volume of history or the reference material on the history of your town (to be found on reserve in the school library). When you select an incident, answer the following questions:

1. Did the incident concern a great conflict?

2. What effect upon the people did that incident have?

3. Who were the people immediately concerned?

4. Which character will be your main character? You should learn as much about him or her as possible so that your portrayal will be natural.

5. Before writing your play, read considerable about the history of the period so that you will be able to select a fitting background for the events.

IX. Make a special study of the exposition and setting of plays.

A. By exposition is meant answering the inquiries of the audience when the curtain rises regarding the time, place, and the relation of the characters. Tell how the following could give the exposition:

1. The theatre program

2. The conversation of two minor characters

Optional Activities

B. The setting is sometimes the strongest factor.

Select from the classroom collections any play in which the physical background dominates the action. For example, the sea as a setting can control the story.

C. The setting may greatly assist the playwright in portraying his characters. Describe what the following could suggest about the occupant of a room:

1. A disordered room
2. A lavishly furnished room
3. An art studio with torn canvases strewn about
4. A dismal tenement room

X. Why are the following people famous in theatrical history: Aristotle, Aristophanes, David Belasco, Richard Burbage, David Garrick, Max Reinhardt? (10) (19)

Be prepared to discuss before the class your answers to the following:

1. What did each contribute to the development of the drama?
2. Which one accomplished the most in his life of value to other people?
3. What obstacles did each have to overcome?
4. Which one interested you most?

XI. Prepare a quiz program based upon your study. Use the classroom or school libraries for ideas. Consider answers to the following as material for the questions:

Optional Activities

A. Who are some of the best known playwrights?

B. What are some of the ideas used in famous plays?

C. What characters do you think some of the students should recognize?

D. What are some of the titles of excellent plays?

E. What lines from plays are often quoted?

XII. Radio scripts through the courtesy of a Boston studio are available for use in the classroom. Select one which you may present to the class.

A. Is your selection of especial interest to students? What is its goal?

B. Before reading the script to the class, should you look up any unfamiliar words?

C. Should you rehearse the script so that you may read with feeling?

D. How long is the script? Did you time yourself when you read it?

XIII. Prepare for class presentation one of the fascinating dramalogs from the book entitled Parade of the Presidents by Lloyd and Marie Reese (20)

A. Which president do you think performed great service for mankind?

B. Did the president of your choice overcome many obstacles in his lifetime?

C. Have you timed the dramalog? Are all the words familiar? Have you checked your pronunciation of the words?

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1/ Roy O. Billett, Fundamentals of Secondary School Teaching, p. 50

# TEST[1]

A. Directions: In each of the following paragraphs words and phrases have been omitted where the blanks appear. All omitted words and phrases appear in the column at the left of the page. Choose the correct word for each blank and put the number of the blank in the parentheses at the left. For example, problems is the right word for the first blank and so (1) is placed to the left of problems in the column.

( ) living habits
( ) service
(1) problems
( ) strength of character
( ) riches
( ) good fellowship
( ) domination
( ) criticism
( ) neglect

During our lifetime, we are faced with many (1)_____which test our (2)_____. A great man is he who finds joy not from (3)_____of others but in (4)_____ The desire for wealth never justifies any (5)_____of our duty towards others. An important factor in happiness is (6)_____.

2.

( ) defeat
( ) wrong
( ) pleasure
( ) right
( ) good
( ) opposition
( ) struggle

Conflict is a (1)_____or (2)_____of two forces. Conflicts sometimes arise when we must choose between (3)_____and (4)_____ orthy behavior demands at times that we sacrifice between (5)_____ and the greater (6)_____.

1/ Roy O. Billett, Fundamentals of Secondary-School Teaching, Chapter XX, pp. 610-657.

3.

( ) fantasy
( ) ridicule
( ) reality
( ) types
( ) artificial
( ) obstacles
( ) weak
( ) strong
( ) selfish
( ) life

Drama usually is based upon (1)_____because it is usually taken from (2)_____and presents people rather than (3)_____characters. One dramatic idea is that some people when they have problems to solve prove themselves as (4)_____ rather than as (5)_____because they cannot overcome (6)_____.

4.

( ) challenges
( ) novelty
( ) knowledge
( ) humor
( ) criticism
( ) experience
( ) denouncement
( ) representation

Since a play is a (1)_____ of life, we can find themes for drama in the lives of real people. The incidents which we use may entertain because of their (2)_____or (3)_____or deepen our (4)_____of life through the solution of the conflicts in the lives of the people portrayed. We learn through example how to be ready for different types of (5)_____in our own lifetime.

5.

( ) advantages
( ) opportunities
( ) undertakings
( ) ambitious
( ) suffering
( ) selfishly
( ) completely
( ) self-sacrifice

History reveals that true success demands our grasping (1)_____to get ahead honorably. The great people whose biographies we read always were (2)_____but never (3)_____so. Their charity often demanded (4)_____. They had a goal and did not give up even when some personal (5)_____ was involved.

6.

( ) nature
( ) conversation
( ) incidents
( ) farces
( ) suspense
( ) interest
( ) relationship
( ) problem
( ) amazement

Since plays are vitally concerned with a struggle, the plot starts with an exposition of the (1)_____of the characters and then presents a series of_____leading to a climax, or point of greatest_____ when we understand the solution of the _____where it concerns the principal character. A play is most successful when during the greater part we are held in_____as to the outcome.

7.

( ) dismay
( ) anger
( ) understanding
( ) sympathy
( ) devoted
( ) individuals
( ) types
( ) admiration

In reading drama, we react emotionally to characters who are (1)_____rather than (2)_____. We are aroused to (3)_____ against the person who is selfish or to (4)_____with the downtrodden or to (5)_____ for one who reveals himself a truly strong character.

B. Directions: Read each statement carefully. If you think the statement is true draw a circle around the number of the statement. If you think that it is false, mark an x through the number of the statement.

1. A great drama is based upon the fundamental truths of life.

2. The playwright reveals his characters solely through dialogue.

3. Exaggeration of man's actions and words has no place in drama.

4. The drama of today is essentially a drama of ideas.

5. The most important part of the opening is the information about previous action.

6. The setting is relatively unimportant in a play.

7. The initial incident is the least critical of the play.

8. The audience is dissatisfied when the characters do not receive their just deserts.

9. With interesting characters, a play with a poor plot can still be successful.

10. The theme of a play must be stated by a character.

## CHAPTER III

## UNIT ORGANIZATION OF THE TOPIC "INTELLIGENT READING OF NEWSPAPERS"

### Statement of the Unit

Newspapers are very important in our daily lives. We are entertained, we learn of events throughout the world and we are influenced in our thinking by the newspapers which we read. It is important to be able to judge intelligently what really good newspapers are and how they may benefit us.

### Delimitation

1. "More than 2,000 daily newspapers, about 500 Sunday newspapers, and about 10,000 weeklies, semi-weeklies, and tri-weeklies, are published in the United States. Among the newspapers with the greatest number of readers are: (1) in the United States, New York Daily News: (2) in New England, Boston Post; Boston Record; Boston Herald-Traveler; Boston Globe; Boston American; Worcester Telegram; Providence Journal; Springfield Union; Portland Press Herald; Christian Science Monitor; Manchester Union; Hartford Courant."[1/]

2. "Newspapers may be roughly classified as: (1) morbid (regularly emphasizing scandal and crime in unnecessarily gruesome detail); (2) sensational (selecting news items for their emotional

1/ Dr. Roy O. Billett, "Unit Organization of the Topic 'Intelligent Reading of Newspapers'", (Mimeographed Material), School of Education, Boston University, p. 1. A complete description of this source unit is included in "The Unit on the Reading of Newspapers" by Dr. Roy O. Billett, The English Journal (January, 1942) pp. 15-31.

appeal and sometimes intentionally mixing fiction with fact); (3) liberal (offering expression to all points of view frequently with emphasis on the new--often being concerned with appropriate relative emphasis on both human and property rights); and (4) conservative (tending to support established conditions)."[1]

3. Newspaper material may be classified into the following divisions: (1) news (including news, activities in fields of the arts, sports, finance, business, society and editorial); (2) service (including information and advice about home economics, fashions, cookery, care of children, health, and advertising; and (3) entertainment (including fiction, poetry, humor, and the comics).[2]

4. Newspaper articles may be roughly classified as: (1) straight news (reported accurately with precise detail that is both colorful and clear); (2) interpretative accounts (adding to the facts of the news explanations of what might be unfamiliar); (3) human-interest stories (having little importance as news but appealing to our feelings of sympathy, sadness, joy and curiosity); and (4) feature articles (carefully written to analyze scientific processes, to describe buildings, places and unusual adventures, to give credit to persons of interest and importance, to give information concerning the community and the national government, and to deal seriously with any other important subject).[3]

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1/ Dr. Roy O. Billett, "Unit Organization of the Topic 'Intelligent Reading of Newspapers'", (Mimeographed Material), School of Education, Boston University, p. 1.

2/ Adapted from Your Daily Paper, John J. Floherty, J. B. Lippincott Company, Philadelphia, Pennsylvania, 1939.

3/ Adapted from "Unit Organization of the Topic 'Intelligent Reading of Newspapers'", Dr. Roy O. Billett, p.1.

5. News stories usually follow a definite structure; they usually include headline, date line, lead and body. A good headline merely suggests the content of the article; a misleading headline either exaggerates the importance of the story or distorts the facts. The date line gives the date and the place from which the news item originated and in some instances the initials of the service supplying the story. The lead is generally a paragraph containing the summary of all the important facts. Additional details are included in the body or remaining paragraphs.1/

6. In a good newspaper the prominence of position of an article and the heavy headlines indicate the importance of the news; however, in morbid and sensational newspapers, the size of headlines and the space devoted to the story does not necessarily indicate a genuinely important article.1/

7. News comes from many sources: (1) The reporters on the newspaper staff do specific assignments with precise orders concerning territory and stories to be covered. Good reporting demands distinguishing between truth and falsehood and giving an account without prejudice. (2) Local correspondents are usually people who send regularly to a paper the news of their locality. (3) Foreign correspondents, located in various parts of the world, send their accounts and personal interpretation of world events to their newspapers. Such reporting demands great endurance, good judgment, and a vast knowledge of history and government. (4) The leading

1/ Adapted from "Unit Organization of the Topic 'Intelligent Reading of Newspapers'", Dr. Roy O. Billett, p. 1.

national and international press services contributing to American newspapers are the following: (a) Associated Press, A P, which in peace times works with D N B (German), the Havas (French), and Reuters (British) news agencies for news coverage of the world; (b) Federated Press, F P; (c) International News Service, I N S; (d) North American Newspaper Alliance, N A N A; (e) United Press Association, U P; and (f) Universal News Service, U S.[1]

8. Intelligent readers do not accept everything which they read or see as facts. They know that many factors determine the content of newspaper material. (1) The owners may be prejudiced, politically, religiously, or racially and let their bias dictate their editorial policy; (2) many errors can occur from misinterpretation or hastily assembled facts; (3) a certain type of censorship may control the news reports; (4) the communications in the people's forum may be chosen because they reflect the paper's attitude rather than current opinion or they may have been written by biassed or excessively emotional writers; (5) advertising may make false claims.[2]

9. A person who wishes to know facts must regularly read more than one paper. He must recognize, however, that chain ownership of newspapers add to the danger of misrepresentation and bias in the news and its interpretation, for the central owner may be greatly prejudiced.

1/ Adapted from "Unit Organization of the Topic 'Intelligent Reading of Newspapers'", Dr. Roy O. Billett, p. 1.
2/ Ibid., p. 2.

10. An intelligent reader checks and supplements what he has read with data from as many other reliable sources as possible: (1) the radio; (2) weekly news magazines; (3) motion picture news reels and special features; (4) books, and (5) lectures.[1]

11. An interested and intelligent reader follows the course of a news story from day to day. In so doing, he may discover the inaccuracies of the first reports and the conclusion.

12. A good citizen recognizes a newspaper as a valuable aid to the betterment of the community and the nation. (1) The reader thus keeps informed regarding civic and national problems. Whenever possible, he responds to the government appeals for help in worthy projects. He notes dates of charitable drives, collections, clean-up day. (2) An alert citizen can help direct public thinking and activity toward civic needs by communicating to the editors of the newspapers.

13. Advertising is important to the newspaper and the readers. About three-fourths of the revenue of a newspaper is from advertising. Classified advertisements help readers to buy and sell. Display advertisements indicate prices and types of merchandise for sale in different stores.[1]

14. Effective reading depends upon such factors as (1) good vision; (2) proper illumination; (3) an environment that permits some concentration; (4) the use of the dictionary for all unfamiliar

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1/Adapted from "Unit Organization of the Topic 'Intelligent Reading of Newspapers'", Dr. Roy O. Billett, p. 2.

words; (5) some knowledge of graphs and maps; and (6) a speed of reading suited to the nature of the material. A reader should skim to locate a particular bit of news or information, but he should read slowly and thoughtfully the articles which are of real importance or special interest.[1]

15. Good reading habits are demanded of an intelligent reader: (1) concentrating; (2) having a purpose; (3) separating the essential from the non-essential; (4) observing such aids as numbers and letters used to separate items in a list; (5) recalling past experiences and related details; and (5) mentally summarizing.

16. "The newspaper should be read with due consideration for others.* (Homeroom units on manners and etiquette). This involves (1) In the home (a) keeping the pages in order, (b) turning the pages quietly, (c) sharing the paper with others; (d) refraining from cutting out any section until everyone interested has read the section. (2) On trolley, train, bus, or subway car (a) not trying to read over someone else's shoulder; (b) knowing how to turn pages with a minimum of confusion with no interference with neighboring passengers. (3) In the library (a) same as (1)-(a); (b) same as (1)-(b); (c) never cutting out any materials; and (d) avoiding collecting a number of papers and holding all until you have read one."[1]

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1/ Unit Organization of the Topic 'Intelligent Reading of Newspapers', Dr. Roy O. Billett, p. 3.

* Items thus starred suggested for possible integration with other courses or activities of the school curriculum.

Probable Time Limit

A. Introductory period - two class periods

B. Laboratory period - seven class periods

C. Pooling of experiences - one week

D. Test of mastery - one period

Indirect and Incidental Learning Products

1. An increased interest in current events.

2. A broad outlook upon community, national and world affairs.

3. An unwillingness to condemn or to accept ideas until real evidence has determined their true significance.

4. A desire to know both sides of an issue.

5. A respect for informed opinion.

6. A realization of the necessity for an informed citizenry if there is to be world peace.

7. An attitude which is free from racial, religious and political prejudice.

8. A respect for achievement as revealed by tributes in the press.

9. An appreciation of opportunity in a democracy.

10. A desire to broaden knowledge in more than one subject.

11. An interest in experimentation leading to progress.

12. A desire to cooperate for civic betterment.

13. A tendency to take advantage of some of the many worthwhile forms of entertainment described in the newspapers.

14. The ability to detect the real significance of cartoons.

15. An appreciation of the vocational opportunities in connection with the publication of newspapers.

16. The ability to distinguish the important from the unimportant.

17. The development of a more extensive and signified vocabulary.

18. An increased rate of reading.

Introduction

A. This introductory set of questions is suggested for the teacher's use and does not appear on the students' study and activity Guide. The questions may be used during the class period to stimulate pupil discussion of their newspaper reading experiences.

1. What newspapers do you read?
2. What types of articles do you enjoy reading?
3. Do you regularly neglect any part of the paper? Do you know what that part offers readers?
4. How many kinds of news stories and articles can you name?
5. Do you follow news stories from day to day to see the outcome?
6. Do you read editorials? What is their purpose? Do you sometimes disagree with the editor?
7. Can you relate a story which you recently read? Why did it appeal to you?

B. After a brief discussion of the questions, the teacher might distribute clippings from newspapers. These should be

labeled as straight news, editorials, feature stories, interviews, book reviews, and communications. After the students have had an opportunity to read the articles, they should be asked to discuss their purpose. The following questions could be used:

1. Have you an editorial regarding a matter of importance? What is your opinion of the same subject?
2. If you have a feature story, what is the subject? Is there much information included?
3. What are the subjects of the news stories?
4. Can anyone describe the personality and achievements of someone sketched in an article?
5. What information do you receive from your reading?
6. Were you amused by any of the articles?

C. Study and activity guides should then be distributed. Attention must be called to the glossary of newspaper terms and the introductory set of questions.

D. For the second introductory class period there should be a bulletin display under proper headings of various types of articles.

A list of newspapers to be found regularly in the school library might also be on the bulletin.

E. The discussion during the second period ought to be based upon the introductory set of questions and clippings brought in by the students at the teacher's request.

# The Unit Assignment

## Study and Activity Guide

I. Introduction.

A. Newspaper terms

Study carefully the following words which will be used in the reference material which you will read.

1. AP.--Associated Press
2. Assignment--A story that a reporter has been told to cover.
3. Bank--a division of a headline
4. Banner--a headline in large letters across the first page.
5. Beat--a reporter's assigned territory to cover news.
6. Body type--Type used in stories.
7. Bold face type--heavy type
8. Break--the first news of a happening
9. By-line--signature of a writer printed at the head of the story.
10. Caption--A title or explanation of a picture. Also a headline of an article.
11. Copy--All written or printed matter ready for printing.
12. Copyreader--A newspaper worker who edits copy and writes headlines for it.
13. Cover--To get the news and write it up.

14. Date line--The line at the beginning of a story giving the date and place of the event.

15. Deck--A division of a headline.

16. Feature story--A story which has appeal other than from its value as news.

17. Human-interest story--A story appealing principally to the feelings of the reader.

18. I. N. S.--International News Service

19. Lead--The beginning of a news story containing the essential facts or introduction.

20. Morgue--File of clippings and reference material regarding various people and events.

21. Proof--A paper impression made from type for correction.

22. Proofreader--One who reads and corrects proof.

23. Rewrite man--A reporter who rewrites stories sent in by correspondents or telephoned in by reporters.

24. Telegraph editor--A man who edits news which is telegraphed by services such as the International News Service, the United Press, and the Associated Press.

B. Examine a newspaper at home or in the school library. Prepare answers to the following questions:

1. How many different types of articles can you find?

2. Which type of article seems to predominate?

3. Is there one story of especial interest to you? What attracts you to it?

4. Are there any items of instructive value? What class of reader would they particularly interest?

II. This study and activity guide will be much more interesting and valuable if it is supplemented by other activities which you would like to suggest. Whenever you think of something interesting to do, write a complete description of the activity and hand it to the teacher. As the work continues, please star those study guide activities of especial interest to you. If another department has aided you in your work, will you please note the name of the department beside the activity. (For example, the departments of history, science, and art can contribute to several activities listed.)

III. When you do the work suggested in the following items, note the different aids which you use, such as books, newspapers, magazines, and any other reference material. You may find some in addition to those listed in the bibliography. If so, please note the titles, as a committee is to be formed to list those additional aids.

1. How many daily newspapers are published in the United States? How many bi-weeklies? Tri-weeklies? Which are the papers with the greatest number of readers? A bulletin committee is to post a report. Write your report in your notebook. (43)

2. How many foreign-language newspapers are there in the United States? (6:38) (In 1940 the Germans had the highest number, with 178.) How can such papers be a hindrance as well as an aid

to Americanization? Are foreign-language papers expected to survive? Explain. (6)

3. With how many papers are you familiar? (4:Ch. I) (25:182-188) List them in order of interest to you. Pass in your first and second choices with your reasons for enjoying reading those papers.

4. What is the meaning of morbid as applied to newspapers? Can you name any that may be so classified? What harmful effect can there be from such gruesomeness? (6:Ch. 8) (50:18)

5. When is a newspaper called sensational? What is the danger of reading such papers? (25:67-67) (50:18)

6. What is the importance of liberal papers in a democracy? (50:18)

7. How can conservative papers impede progress?

8. Examine a newspaper carefully in order to observe its various departments, such as finance, society, editorial, and so on. List all of these departments, starring those which you ordinarily ignore reading. Try to read a few articles from the starred departments. Briefly write the purpose of each of these departments. (6:Ch. 3) (10: Chapters III, XIV to XIX, XXI, XIV to XVI, XVIII and XXIX) (13: Chapters VI, VII, VIII, XII, XIII) (21: Chapters XV-XXX)

9. From a newspaper which your family has completed reading cut articles which you think other students would enjoy. A bulletin committee will group these under various departments for a daily change of exhibit. Be sure that you examine all of the paper for

this activity.

10. Select from a newspaper a few news stories which interest you. Be prepared to discuss the following questions: (14) (16:47-64) (28) (29:152-166)

a. How does news satisfy our curiosity?

b. Do news stories ever present mysteries for the reader to solve?

c. Does the news help us plan our activities?

d. As a writer of news stories where should you give the climax of your story?

e. Is conversation ever used?

f. What type of story should contain colorful description?

g. When do news articles contain explanations?

11. Select stories which may be classed as the human-interest type. Read from the references concerning human-interest stories. (6) (15) (16)

a. What is the meaning of human interest?

b. Is the news value of such stories very great?

c. Do human-interest stories follow the rule for lead paragraphs?

d. How could the following be featured in human-interest stories? (1) Children (2) Animals (3) Elderly people (4) Strangers (5) Foreigners

e. Can you remember any news stories that made you feel angry, happy, sad, or amused? Be on the watch for human-interest

stories for class discussion. Be sure that you can explain their appeal.

12. Read the references concerning feature articles. (6:Ch. VII) (26: Chs. VI-VIII) (31)

a. How can a news event lead to or inspire a feature article?

b. How and why are feature articles carefully planned?

c. What could be subjects for descriptive articles?

d. How is it possible to satisfy the readers' desire for adventure?

e. How can science inspire feature stories?

f. How can newspapers offer instruction?

g. Where should the writer of a feature article find his material?

h. Cut out an excellent feature article. A special bulletin display will be offered.

i. Study the newspapers for an article which will give you an idea for a feature story. Consult authorities for your material. Write a feature story based upon your research; this article may be selected for your class paper.

13. Study carefully the structure of a news story. (12) (25) (26:Chs. VI-VII) (21:Chs. VII through X)

a. What does the <u>headline</u> indicate about the content of the story? Is it sufficient to read only headlines? Illustrate by clipped headlines.

b. What information does the date line give?

c. What do you learn from the beginning or lead? Does it tell why, when, where, and who? (21:Ch. VIII)

d. Would the story be clear without any other material added to the lead?

e. What do the other paragraphs add to the story?

f. Does the article contain any description?

g. What do you notice about the sentence structure?

h. Is the language dignified or otherwise?

i. Which part of speech best helps to make the story vivid?

14. How does a newspaper call the readers' attention to important news? (6:14;24-25) (13:123-146) (21:144) How could morbid, sensational and propaganda papers use headlines and prominence of positions to mislead the readers? Select a few headlines which properly indicate important events. A collection of these will be made for class discussion.

15. What is the source of news? (6) (7) (16:Ch. III) (16) (20:1-48) (21:115-136) (26:Ch. VIII) (31:20-36)

a. Do staff reporters work according to specific orders? Who are the "leg" men? (21:Ch. IV)

b. What is the difference between good and bad reporting? (21:Ch. III)

c. How do city papers receive news of small communities?

d. How do foreign correspondents serve their papers? Why should foreign correspondents be very well educated in matters of law and government? What type of person should be a successful

foreign correspondent?

e. How do newspapers get stories regarding our government, big business affairs, unions?

f. What are press conferences?

g. What departments of the government hand out news stories. Why?

h. Why do important people grant interviews?

i. Name the leading national and international press services contributing to American newspapers. With what foreign news agencies do they work to cover the world? Prepare an oral report concerning one agency.

j. What is the service offered by syndicates?

16. What can the title of a paper indicate? Explain the significance of some titles. Why is it important to know about the ownership of newspapers? Locate the <u>masthead</u> of a paper indicating the ownership. Where can you locate other information concerning the ownership? (25:Ch. II)

17. What is the purpose of editorials?

(4:165-170) (8) (14) (22) (24) (25:Ch.III) (26:Chs. V & IX.)

a. Find two editorials regarding the same subject. Do the editors agree in point of view? What is your opinion?

b. How may editorials be used for propaganda or prejudicial purposes? Could the leading advertiser control the policy?

c. How valuable are editorials to readers?

d. What opinions regarding matters of importance would

you like to express to your fellow students? About student morale? Improvement of the school grounds?

e. Begin a collection of editorials for your notebook. You may use these later for class discussion.

18. Why do errors occur in the news? (6:Ch.III) (47:37) (31:167-185) Can you name any reports later found to be false?

19. Why are some facts withheld by the press? (6:87,88;117,118) How has censorship affected the news during World War II?

20. When could communications to the editor fail to reflect the real current of public opinion? (6:96-98) (32:Ch. XXXVIII)

21. Must we always accept the claims of advertising? (6:2-26;43-44) (10)

22. What is the importance of reading more than one paper? Do you regularly do so? Do you use the newspapers in the library? Consult the bulletin list of those which you may use. Read one newspaper that is unfamiliar to you. Prepare a brief talk about its title, ownership, and contents. (47:43;119)

23. What are the other reasonably reliable sources of news? Which of these sources do you use? List these in order of time spent with them. A summary will be prepared for the class.

24. Why should an intelligent reader follow the development of a news story from day to day? Can you name events which should receive your daily attention when you read the papers? Prepare to discuss one news story which developed from day to day.

25. How do newspapers serve as a valuable aid to the betterment of the community and the nation? Can you name recent worthy

projects given considerable publicity? How can the newspapers direct our activities as patriotic citizens? Where can you express to the readers your opinions about really important subjects? Jot down some ideas which you would like to communicate to the public. You may wish to write a letter for your school paper. Be sure that if you criticize, you also suggest something to be done about the problem.

26. Study the letters to the editor in a daily newspaper. How many suggest things to be done? Which contain criticism? Prepare for discussion your viewpoint of the same subject.

27. What kinds of articles appearing in newspapers seem to cause readers to write their reactions? Do some impress you as being merely the "ravings" of an irritated person? Select one which expresses a very sane opinion.

28. Study the classified advertisements in your newspaper. How do they help the community business? What different articles are offered for sale? What articles are wanted? How many different opportunities for work are offered in the help-wanted section? (6:Ch.5)

29. Note the display advertisements concerning department stores, markets, motion pictures and restaurants. (6:Ch.5) (10:Ch.XXXI) (25:108-139) (26:Ch.XXIII)

a. How can display advertisements help a person do his shopping?

b. Must you accept as true the claims made in the

department store advertisements regarding price reductions? How much attention should you give to the description "made to sell for"?

c. Should you be influenced by the fact that a motion picture actress endorses an article?

d. What attempts are made to protect the public from false claims?

e. How can the advertisements help you plan the use of your leisure time?

f. Select advertisements which offer real information to the reader.

g. How do advertisements affect the cost of the newspapers?

30. When did you last have your eyes tested?* (Health) How do you protect your eyesight? Were glasses ever suggested for you?

31. What light do you use when you read your paper? Do you know what the distance and position of the light should be? (Science)*

32. Do you regularly use the dictionary for all unfamiliar words? Do you try to pronounce them correctly? Find several new words which you found in your newspaper reading. List these with meanings and hand them to the teacher.

33. What is the purpose of graphs?* (Mathematics and Science) (4:199) Of what importance have maps been in the present conflict? Watch your paper for maps which you should study carefully.* (Commercial Geography and Social Studies.)

34. What is your reading rate? (6:Ch.6)

(1) Should you skim any material?

(2) Which articles should you read carefully?

(3) Do you read groups of words at one span? Then when you have reached the end of a line, do you let your eyes sweep back to the beginning of the next line? This will increase your reading rate if you have been reading merely small spans.

(4) Time your reading of a serious article. Later plan to time yourself while reading an article of equal difficulty. You should improve.

35. How well do you concentrate? Try reading a fairly long article without losing concentration. Did anything distract you? Could you eliminate the distraction? Or could you yourself have ignored the distraction by will power? Try writing a summary of what you read and then check its accuracy.

36. Why is it effective to read for a purpose? Must it be a serious purpose? How can having a purpose help you to concentrate? (6:Ch.6)

37. In reading, you must watch for main ideas. What aids, such as key words, topic sentences, and itemized lists, do you observe to aid you to separate the essential from the non-essential?

38. Do you try to associate what you have previously experienced with your reading? State the types of articles which can best be understood if recall is used?

39. When you have completed your reading, do you try to make a mental summary?

40. We must never forget to consider others when we read.

Have you been annoyed because of the way someone has used the paper before you had a chance to read it? How can a newspaper page turner disturb others? When should you cut out any section of the paper? In a library how many papers should you collect to read? Prepare rules for correct newspaper etiquette.

## Optional Activities

The following activities do not appear in the study guide. They are on individual cards and are also listed on the bulletin.

I. Make a collection of clippings for your notebook. Select one type, such as straight news, editorials, and feature stories.

1. After you have collected several, note what attracted you to the type of article.

2. What do the stories have in common?

3. List the subjects covered by the articles.

II. If you are interested in photography, study newspaper photography as an art. Prepare to discuss this art before the class.

A. Make a notebook collection of news photographs.

B. Consult any of the following sources for information.

(35) (37) (39)

C. On the basis of your study, answer the following questions.

1. What kinds of pictures are published?

2. Which type of picture predominates?

3. Can you judge newspapers by the type of picture it emphasizes?

4. Can pictures give a false impression?

5. Are many pictures not worth publishing?

6. What rules can you give regarding the actual photographic quality of a picture?

7. How are pictures transmitted?

III. The following are noted newspaper columnists:

Westbrook Pegler, Drew Pearson, David Lawrence, Dorothy Thompson.

A. Write a sketch of one of these columnists, emphasizing the factors which have aided his or her success. (Consult library encyclopedias and Who's Who in America)

B. Try to secure articles written by the writer whom you have selected.

1. Are these articles instructive?

2. What effect do they have upon you?

3. Do you consider the writer fair or prejudiced?

IV. Plan with a group of your friends to visit a newspaper office. You will then see what a great deal of work is involved in publishing a newspaper. Before you go, prepare for your visit by acquainting yourselves with the various divisions or departments. (Refer to the study and activity guide.)

Give especial attention to the mechanical department. (40:Chs. XVII, XVIII, XIX, XXXV)

A. How does a linotype machine work?

B. What is proofreading?

C. What is a galley?

D. Who decides where the stories are to appear?

E. What is a "chase"?

F. What is the stereotyping room?

V. Judging the quality of a newspaper. (16) (27)

Study different newspapers carefully.

A. In what ways can a paper be prejudiced?

B. Do some papers give too much space to crime?

C. Could newspapers ever act as a bad influence on children?

D. Do some newspapers make fun of dignified matters?

VI. Make a special study of headlines. (40:Ch. XVII)

Prepare to discuss the following:

A. How much can you learn from the headlines?

B. Do you believe that some headlines give an incorrect impression?

C. Do these headlines seem to exaggerate the importance of the story?

D. What stories are given banner headlines?

VII. Assemble an ideal newspaper by selecting the best news stories, feature articles, editorials, sketches and communications according to the correct standards you have learned from your readings.

A. Are the news stories clear and vivid?

B. Do the headlines fit the meaning and importance of the story?

C. Are the editorials fair? Is the writer well-informed about his subject?

D. Which feature articles are most instructive?

E. What sketches are written so well that you admire the wording as well as the person sketched?

F. Which communications are about important topics? Do they make any valuable suggestions?

VIII. Select articles in connection with your hobby.

Numerous articles appear concerning gardening, sewing, building models, photography, stamp collecting and other hobbies.

A. Who wrote the articles? Are they well-informed authorities?

B. Cut out the illustrations, patterns, and directions. Are they clear?

C. If you build something according to the newspaper directions, please exhibit your work to your classmates.

IX. Make a special study of cartoons. (41)

A. Cut out a number of cartoons for your notebook.

B. What is the idea which each cartoon is trying to prove?

C. How could cartoons be used for propaganda?

D. Who are some of the leading cartoonists?

E. How can cartoons be used to promote good citizenship?

X. Make a study of the comics as an art. (33) (36) (38)

A. What is the history of the comic strip?

B. Study comic strips which do not amuse but appeal to our interest in mystery and adventure.

C. Do any comics emphasize goodness?

D. How much time should students devote to the reading of comics?

XI. Prepare a quiz to test how carefully students read newspapers. Use a newspaper for your questions.

A. What names appearing in the news can the students identify?

B. What places mentioned in the news can be recognized and identified?

C. How many of the students will know the important events throughout the world?

XII. Make a special study of communications to the editor.

A. How many different subjects are covered in the letters?

B. Which letters are too emotional?

C. Prepare a list of ideas that you could communicate to a newspaper.

D. Develop one of your ideas into a communication to be read to the class.

XIII. Prepare Golden Rules for newspaper writing. (31:167-185)

A. What attempts should the newspapers make to educate the public?

B. How could newspaper writers be better trained?

C. What is a good rule for newspaper vocabulary?

D. What is the value of newspaper illustration?

E. How much space should be devoted to crime?

XIV. Arrange for a forum discussion on the topic "The Importance of the Newspaper in a Democracy." (6:117-124)

A. What is meant by the freedom of the press?

B. What is a newspaper restricted from printing?

C. What aid should a good newspaper give in promoting good citizenship?

D. How does our press compare in regard to freedom and completeness with that of the rest of the world?

XV. What criticism have you to offer regarding one of the papers

with which you are familiar? Write these so that a class list of criticisms may be assembled.

XVI. Interviews (32) Ch. XXXVIII (21: Ch. XVII)

A. Why do interviews receive considerable space at times?

B. How should the reporter prepare for an interview?

C. What type of questions should a reporter ask?

D. Is the report of an interview more interesting if there is personal description? How can the reporter best introduce the person interviewed to the readers?

E. Interview a person whose opinions regarding educational and student matters should be of interest to the pupils. Prepare carefully for the interview, as your questions must be of importance. Write your report for the class newspaper to be "published" later.

XVII. Personal Sketches

A. What type of person can be sketched with interest to the reader?

B. What should be the nature of the description?

C. What is the importance of anecdotes in the articles?

D. How should the reporter use his powers of observation?

E. Of what value is the reporter's comment on his subject?

F. Select for a sketch a person who interests you. He may not be well-known but your reporting can make the reader enjoy the article and really feel acquainted. The best sketches will appear later in the class newspaper.

XVIII. Space Calculation

How is space assigned to the various departments? (10:52,53,147-148)

XIX. How does the Sunday newspaper magazine section compare with other magazines which you read? Which article or story particularly interested you?

XX. How do reviewers serve to guide the public? (6:168-172) (21:Ch.XXIX) What are the dangers in criticism? Note a review of a motion picture. What information are you given? When you have seen the picture, check your reaction with that of the reviewer.

XXI. Name the contribution of each of the following in the newspaper field:

Heywood Broun
H. V. Kaltenborn
Walter Duranty
Horace Greeley
John Gunther
Bill Irwin

XXII. You have noted the need for student committees to assemble material and plan activity programs. Speak to the teacher regarding your willingness to serve on a particular committee.

XXIII. Investigate one of the following topics and then write an outline concerning it:

1. The History of the Printing Press
2. The Newspaper as a Business
3. Propaganda in the Press
4. Journalistic Ethics
5. City and Country Newspapers

XXIV. Study the history of the newspaper. Prepare a brief talk for the class, (4:Ch. II)

XXV. Are you interested in newspaper work? What opportunities are offered? (21:Ch.II) Do you think that you have the necessary qualifications for any of the occupations? (21:Ch.III)

Consult your counselor regarding your interests.

When you have examined catalogues of schools or colleges offering courses in journalism, ask permission to add these to the classroom library for others to use.

XXVI. Study the organization of a newspaper (10) (21:Ch.IV)

A. What is the news room?

1. Where do the editors get their news?
2. What is a "rewrite" man?
3. What is the duty of the telegraph editor?
4. What happens at the copy desk?

B. What is the "morgue"?

1. What do the files contain?
2. Why are clippings important?

C. Read about the functions of the mechanical department. (26:158-228)

XXVII. You are now ready for your class five-star edition!

A. Before you prepare the actual writing of your newspaper, you must organize your staff. Your organization will not be as complicated as that of a city newspaper.

Choose carefully qualified students for the following positions:

1. An editor-in-chief, who will be in charge.

2. A managing editor, responsible for the news.

3. The business manager, in charge of advertising and circulation.

4. The make-up editor, who will be in charge of the printing.

B. If you have not been selected for the above positions, you may wish to be a news reporter, a foreign correspondent, a society editor, a sports' editor, or a photographer. Regardless of your position you may all submit articles which you have already prepared, such as feature stories, human-interest stories, interviews, sketches, and letters. You may also wish to insert an advertisement.

C. Writing and editing the news.

1. The editor-in-chief will select the editorials.

2. When the stories and articles have been prepared, they must be submitted by the various special editors to the managing editor and his copy readers.

a. They will correct errors and adjust length.

b. They will prepare headlines.

D. Publishing the paper

1. Typists must be given the material.

2. The mimeograph may be used.

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TEST

A. Directions: Read each statement carefully. If you think that the statement is true, pencil a circle around the number of the statement. If it is false, mark an x through the number of the statement.

1. Newspaper stories may be untrue because the newspaper was hastily published.

2. Many newspapers differ in the importance which they attach to different types of news.

3. There is considerable chance for errors in the newspapers.

4. Good newspaper reading demands a critical viewpoint.

5. The structure of the average news story is the opposite of that of a short story.

6. Many stories are continued for many days.

7. Very interesting news stories always concern important matters.

8. It is not considered good writing to try to appeal in news stories to the emotion.

9. Good interviews contain the interviewee's answers to questions previously prepared by the reporter.

10. Personal sketches should not include the opinion of the writer.

11. Feature articles aim chiefly to give special information.

12. Communications to the editor must present the writer's appreciation of an act or deed.

13. Display advertisements can never mislead the buyer.

14. All newspaper headlines give an accurate summary of the news.

15. All papers in one city contain similar accounts of the same happening.

16. Newspapers should take definite stands about issues causing disagreement on the editorial page only.

17. Newspapers can be excellent interpreters of the events.

18. Newspaper writers should be guided solely by what the public wants.

19. Stories and articles must not be printed unless they are interesting to all the readers.

20. No story is of value unless it contains real news.

B. Directions: All omitted words or phrases appear in the column at the left of the page. Choose the correct word for each blank and put the number of the blank in the parentheses at the left.

( ) omit
( ) control
( ) headlines
( ) teach
( ) censor
( ) interpret
( ) accurately
( ) editorials
( ) feature stories

Not all newspapers are fair. Some are unfair because they mislead by faulty (1)_____and (2)_____ news unfavorable to their political view. News should be reported accurately since there is a chance to give opinions in the (3)_____. News stories when necessary (4)_____and (5)_____the unfamiliar.

2

( ) decision
( ) type
( ) speed
( ) skimmed
( ) many times
( ) slowly
( ) information
( ) correct balance

Reading for relaxation is important. We must develop a (1)_____ between heavy and light reading. Reading for (2)_____can also offer pleasure. Many people should adjust their (3)_____of reading; many articles can be (4)_____whereas otners that are thoughtful must be read (5)_____.

3

( ) description
( ) criticize
( ) enlarge upon
( ) reports
( ) conclusion
( ) opinions
( ) alter
( ) explain
( ) omit

Newspaper stories have a definite structure. They should begin with the (1)_____. Additional paragraphs (2)_____the facts. Some prejudiced newspapers are to be avoided since they offer not (3)_____of facts but (4)_____of facts. Newspapers have a right to (5)_____the news but not to (6)_____ it.

4

( ) amuse
( ) educate
( ) scandal
( ) government
( ) gossip
( ) science
( ) industry
( ) crime
( ) prevention

Newspapers should print not just what people want but what will (1)_____ them. Newspapers should help inform the public about (2)_____, (3)_____ and (4)_____. Smaller space should be devoted to (5)_____since its only importance for the press should be its (6)_____.

## CHAPTER IV

## EVALUATION OF THE UNIT ORGANIZATION OF THE TOPICS "CHARACTER REVELATION IN DRAMA" AND "INTELLIGENT READING OF NEWSPAPERS"

The preceding chapters are devoted to the preliminary planning of the unit organization. This chapter contains an evaluation of such organization as a result of observation of the work by the teacher, personal observations of the pupils, and mastery tests administered at the completion of the pooling of experiences period.

### Character Revelation in Drama

Teacher's observations during the introductory period.--During the opening discussion period, students freely discussed plays which they recalled. Many were able to remember even minor characters of plays which had interested them. The majority were very eager to discuss in a critical way the dramatic performance by motion picture actors and actresses. It was evident that they appreciated excellent acting and genuinely enjoyed screen versions of the classics or modern stories of superior quality, since several suggested that the motion picture companies should not make so many pictures regarding society life, crime, and war, but should produce more pictures of the type of Madame Curie and The Story of Louis Pasteur.

Although the students contributing to the discussion recognized

specific character traits and were able to judge the worth of individuals in plays, few seemed to grasp the real themes of the dramas. A few apparently possessed the correct insight into the themes, as indicated by their selection of the correct one when given a choice, but were unable themselves to verbalize that understanding. A deficiency in both oral expression and vocabulary was manifested by their obvious lack of success in organizing their thinking and by their groping for a fitting descriptive phrase.

If the characters of a play so thoroughly impress young readers that they are able to describe them in detail a long time after their seeing or reading the play, the conclusion seems justified that there is an excellent opportunity for character building through the medium of plays portraying truly noble human qualities. The use of visual aids, such as educational films, should be really worth while, since pupils seem best able to recall when they have seen as well as read a play. Inasmuch as most young people indicate that they have the capacity to appreciate what is excellent in quality, it is the duty of parents and educators to see that they become acquainted with the better type of dream to offset the cheaper type advanced by certain commercial enterprises. If motion pictures and other theatrical performances are to play such a prominent part in the life of the average pupil, let us endeavor in the schools by the correct emphasis in the study of drama to strengthen the pupils' appreciation of what the fundamental aim

of drama should be--the sincere portrayal of people meeting in a proper way the challenges of life.

Observations during the laboratory period of reading rates and power of concentration.-- There were marked differences in the reading rates of various students. Those who already read at a proper rate of speed seemed very much interested in reading more than the required selections. They were not bored by a slowing-up process that is the inevitable result of classwork that is not organized on the unit plan. On the other hand, the students whose reading rate was slow seemed to sense a need for accelerating their rate, as they realized that so many pupils had completed many activities while they were still trying to finish a few. It was an excellent opportunity for the teacher to work with a few individuals who were not reading effectively because of insufficient eye span.

A few showed inability to concentrate when there were even slight distractions. When it was suggested to these individually that they should develop the powers of concentration through the use of willpower and by keeping their purpose in mind, they seemed anxious to improve in that respect and made an effort to do so. When two pupils spoke to the teacher regarding the difficulty of finding a place of absolute quiet in their small and crowded homes, a schedule for study and reading was jointly worked out for the times when there would be the least activity and confusion in the household. Earlier in the year this problem had been presented by a few other pupils, for whom the solution seemed to be special

study hall and library privileges during the other session of the high school.

Enthusiasm for dramatics.-- One of the most gratifying results of the unit organization was the genuine enthusiasm on the part of certain students who thoroughly enjoy dramatics. Two boys, whose interest was abated when the work was not according to the unit plan, read the entire study and activity guide and without having completed any of the activities suggested, asked to see optional activity cards. When they found activities VII, VIII, XII, and XIII, containing suggestions regarding dramatization of plays and radio scripts, they volunteered to head a committee to work with those activities. When they were advised to complete first the core experiences, they seemed anxious to comply with the advice so that they might then dramatize a play of their selection. Since the suggested plays for the optional activities were chosen to lead to growth in the area represented by the topic "Character Revelation in Drama", it seemed reasonable to expect that such marked interest on the part of the students indicated that they were receptive to the proper insight into what constituted true worth in the characters which they were to portray.

Pupils' suggestions.-- The statement in the study-and-activity guide regarding the pupils' own suggestions for activities seemed especially to please several who possessed a talent for creative work. One boy asked regarding the effectiveness of lights for the staging of The Emperor Jones. Vastly interested in physics, he

volunteered to make a special study of stage and spot lighting; an excellent opportunity was thus offered to integrate his work with that of the physics class. This boy was also especially pleased when he was given an opportunity to work with the new spot lights, the gift of the 1944-45 junior and senior dramatic society.

One girl, a rather shy transfer, passed in a slip on which she volunteered to work with a radio dramatic program. When other slips with names of interested pupils were received, a group was formed which decided to dramatize the achievements of the early colonists in their struggle for freedom. One member of the committee, an excellent student of history, was especially eager to prepare a dramatic incident including Patrick Henry's eloquent speech regarding liberty. So great was her interest that she volunteered to write the dramatic incident and to direct her own play. The others decided to use the life of Abigail Adams for dramatization; this desire may have been aroused by a visit which they had made with the writer to the birthplace of John Adams in Quincy when the class studied colonial literature. A pupil spoke of the fact that she had heard Helen Hayes present over the radio a dramatic monologue based upon the letters of Abigail Adams and that she would like to read some of those letters. Several remembered even minor details of the program which the writer herself had heard. It may be concluded that dramatic programs on the radio do leave a very vivid impression upon the minds of the young listeners. Educators certainly should do all possible to agitate

for more programs of an idealistic nature since the radio has come to play such a vital part in the daily life of the average student.

Vocabulary.-- Vocabulary aids included in the study-guides for the correct understanding of the required reading selections were not sufficient for many of the students, who added to the lists the words which they found difficult, together with the correct synonyms found in the dictionary. When one student looked up "leather-jerkined volumes", it was apparent that he was one of the students who did not attempt to figure meanings from context, but saw only the individual word. When he was asked to select other words which he did not understand and to try to figure out the correct meanings of those not too technical, he was very successful in doing so.

Use of the library facilities.-- An extensive use of the library resulted from activity VI in the core experiences, for many additional biographies and autobiographies containing dramatic themes interested the students. Optional activities III, IV, V, and VI, demanding considerable library research, were attempted by only a few of the students. These latter, however, were very thorough in their methods, reading more than one authority on the particular topic chosen. The drama committee organized by the two enthusiastic boys previously mentioned read eagerly many of the library collections of worthwhile plays before they made their selection.

Socialization.-- One of the most marked results of this unit organization was its socializing effect upon the class. A greater

degree of friendliness and a better spirit of cooperation were evident among all of the class members, some of whom were ordinarily somewhat aloof. A few seemed to be delighted with the play rehearsals held in pupils' homes. One tactful organizer spoke privately to the teacher as to the desirability of having another pupil help so that she might be "one of us". In many respects this socializing result of the unit work may be considered a worthwhile part of the desired educative growth encompassed by the goal as verbalized in the general statement of the unit, for surely many students possessing real ability as leaders and organizers cheerfully served their fellow students, at times subordinating their own desires in compliance with the wishes and the needs of the group.

Integration with other courses.-- This unit seemed to be successfully integrated with the work of some of the other classes, such as history, physics, art, and oral English. For example, dramatic examples of genuine service were selected from history; a few physics students who are interested in electricity studied the use of lights; costuming fascinated a few of the art students; and members of the regular oral English classes volunteered to attend rehearsals to help with the dramatic programs.

Adverse tendencies.-- Some adverse tendencies on the part of the pupils were observed by the writer. Several did not wish to do more than the required work, not being sufficiently interested even to glance at the optional activities. These same students did not want to use more than one reference and especially disliked

trying to answer genuine thought questions. Since a few of these pupils possess really superior intelligence, the writer wonders whether the lack of interest was due to poor motivation or to too great teacher direction in the past years under various systems not challenging or providing for creativeness, ingenuity, and independent study. The writer, who had observed students used to working only according to specific assignments and others who had participated in unit organization, believes that she is entirely justified in stating that in almost every case work under specific assignments only is not educative but inhibitive; that type of assignment which proceeds in accordance with a set plan without the advantages attained from student planning has a deadening effect upon otherwise enthusiastic young people and at no time serves to promote a true spirit of independence among them.

There was a tendency on the part of some to want to read only light selections; this fact was apparent from their zealous search for farcical plays. Although both humorous and serious readings must be included, great care has to be exercised in the choice of material so that the taste already acquired for the extremely light literature may be offset by many readings of genuine worth. Students allowed to choose from an already carefully assembled library will feel that they are not being forced to read a teacher-chosen book. Many radio programs which lay too much stress upon plays without an excellent theme may be responsible for the poor taste that some students reveal. It seems too much to expect that

the young person who sees sensational movies, reads poor literature, and hears purposeless programs will develop insight into what constitutes worthy relationship among men. On the other hand, it is reasonable to expect a tendency to imitate excellent traits of character when these are revealed through a medium of genuine interest to the pupil.

Observations during pooling of experiences of work with required sections.-- During the pooling of experiences, the pupils revealed through their discussion, reports and organized programs that the unit had effected a high degree of desired growth in meaning and insight which should tend to lead to worthy behavior.

The theme of the play, What Men Live By, that "men only appear to live by taking thought of themselves," was so well explained by almost all of the pupils in their notebook outlines that it was obvious that this play had established their insight into a goal which could parallel the tentative teacher's goal as established in the general statement of the unit.

In their work with the same play, they were very successful in character analysis, showing that they were best able to judge character when they saw the truly noble in opposition to the weak and depraved. The significance of the symbolical, however, was not apparent to several of the students, some of whom are such realists that they do not enjoy being compelled to penetrate the surface. When it was pointed out to them that the surface of anything may inadequately reveal its true nature, which can be

detected only by careful penetration, they did make anotner attempt to explain the significance of the symbols and were somewhat successful in doing so. With the evidence presented that many young people accept everything at face value, the conclusion seems justifiable that there should be frequent excellent reading selections to challenge their powers of penetration and judgment so that they might develop insight into depth of character.

Another result of their reading might have been racial understanding. Since the setting of What Men Live By is Russia, the students seemed vastly interested in the character portrayal of the Russians. They seemed to judge them to be the possessors of those qualities included in the general statement of the unit--kindness, charity, and self-sacrifice. Through the medium of such characterization, they seemed to have developed some admiration for another nationality.

The second required reading, The Emperor Jones, apparently attracted the students because of the novelty of the setting and the extraordinary character of Emperor Jones. In their analysis of the character of the hero they revealed an understanding of the proper use of power as well as instances of its abuse. Their discussion included references to an example from real life--misdirected power in the case of the ignoble Hitler.

The play Wings Over Europe had interested so few of the students that their discussion was by no means animated with the exception of the time when it centered around the question regarding

the meaning of "You're jealous of your power.....the power of the few over the many". At this point, they drew a World War II analogy when they mentioned possible indications of desire for power even among the Allies.

The last required activity, that of reading a biography or autobiography of someone whose life exemplified the acceptance of challenge and culminated in achievement, was most effective in stimulating the proper regard for personal achievement and in causing the analysis of the subject's character for dramatic purposes. In these real life stories the students saw drama clearly enacted--the surmounting of obstacles in order to achieve a goal of genuine service to mankind.

Observations during pooling of experiences of work with optional activities.-- The greatest enthusiasm in the entire period of pooling of experiences was shown for the dramatizations in the classroom, on the stage, and over the loud speaker system used for broadcasting from another room. One original play was unsuccessful as a demonstration of excellence in dramatic structure but clearly indicated the desire of the student author to show the heroic struggles of the colonists for liberty. In her play she portrayed people who met seemingly insurmountable challenges which they overcame.

A stage dramatization of a play from a collection in the classroom library, the theme of which was closely related to the goal as expressed in the general statement of the unit, was the

culmination of extremely enjoyable committee activity, including meetings at school and at home.

From the point of view of superiority of performance, a radio broadcast was definitely outstanding. The script, selected from a library collection, concerned service to others. So admirably were the lines read and so effectively used were sound effects and musical recordings that this committee of six boys and one girl gave two other broadcasts to freshman English classes meeting in the afternoon. The same committee volunteered to present another broadcast to the class.

One of the really gratifying aspects of this unit organization was the successful integration of both oral and written composition. In connection with dramatics, several students showed great improvement in enunciation, emphasis, and control of voice. Notebook projects were certainly excellent demonstration of both expository and imaginative composition.

Pupils' observations.-- The majority expressed real pleasure with the unit. The reasons that they gave may be summarized as follows:

a. Enjoyment of acting.

b. Preference for independent studying.

c. Wanting the chance to offer suggestions.

d. Liking the "broadcasting" equipment.

e. Wanting broadcasting experience as preparation for work on the radio.

f. Enjoying research in the library.

g. Having fun with groups.

h. Liking to read about famous people.

Several adverse opinions were given:

a. Finding the plays dull.

b. Not getting the point of the plays.

c. Liking humorous plays, but not serious ones.

d. Finding the plays boring.

e. Preferring definite assignments every day.

Table 3. Numbers of 74 Pupils Indicating Understanding of Character Revelation in Drama

| Factors Related to Character Revelation in Drama | Numbers of Pupils | |
|---|---|---|
| | At Beginning of Unit | At Conclusion of Unit |
| An understanding of the fact that all drama is based upon conflicts and problems..... | 23 | 69 |
| Realization of the true ethical significance of plays | 32 | 64 |
| Ability to verbalize the proper use of power..... | 43 | 67 |
| Selection of willingness to make sacrifices as an especially commendable trait.. | 29 | 69 |

Results of tests of mastery.-- As a result of comparison between answers to pertinent questions at the beginning and scores on the mastery tests containing questions related to the general statement of the unit the results recorded in Table 3 were obtained.

## Intelligent Reading of Newspapers

Teacher's observations during introductory period.-- In the first discussion period the majority of the students admitted

reading chiefly local news, comics, radio programs, and sports. Many said that they never read editorials and as a result did not have any idea of their purpose. In answer to the question as to whether they could remember something which they had recently read in the newspapers, they were able to give all of the details of certain stories about accidents, local launchings, games, and so one. If they were so well able to recall what they read from choice, it seemed reasonable to expect that they could develop some degree of interest in parts of the paper usually ignored if they participated in interesting activities which would serve to acquaint them with the true purpose of those departments. Since the average person is vitally interested in what concerns his own welfare, students should develop a desire to use more of the service features of the newspaper.

The distribution of clippings from newspapers, with editorials, book reviews, feature stories, and communications predominating, served as a stimulus to genuinely thoughtful comments regarding their content. For example, one editorial presented an argument for peacetime compulsory military training. Many students who were opposed to such a measure presented their views. Argumentation, as a regular part of their oral work, has always served to stimulate greater organization of ideas before they are verbally expressed. Students, who ordinarily volunteered very few contributions, at this time defended their position with rather logical reasons. The students seemed eager to hear another editorial read because of the

opportunity it might present for further argumentation.

When the study and activity guides were distributed, the students seemed to enjoy reading the list of newspaper terms. Many apparently regarded newspaper work as very glamorous and heroic since they had read of the great exploits of such distinguished correspondents as the late Ernie Pyle. As a result they seemed to develop a feeling of importance in regard to their work with the very adventuresome newspaper business. The motion picture version of newspaper activity may be partially responsible for its appeal to young people.

The abbreviations of the news agencies were familiar to many who read their dispatches in the local paper. The majority were greatly surprised that the lead should not refer merely to a news tip. Many students had never before considered the structure of any news story as being according to rule.

The second discussion period was devoted to discussion of the students' clippings of different types of articles. When asked to itemize the instructive features of their papers, they were now able to identify almost all of these. When asked which of the departments that they ordinarily ignored seemed to be interesting, a few named special features, several spoke of editorials, and many mentioned communications to the editor.

Observations during the laboratory of the use of the library.--The classroom library was in constant use with many students requesting the privilege of coming into the classroom to use books

during their study periods. In unit organization great interest can best be secured by a large number of reading references. Classroom libraries and reserve shelves in the school and town libraries are examined eagerly for stimulating material.

Favorite newspapers.-- When the vote concerning favorite newspapers was counted, almost the entire class expressed preference for the local paper, the Quincy Patriot Ledger. Their chief reason was that they liked to know what was happening in the town. The small minority voting for Boston papers gave as their reasons that they liked their sports sections, advertisements, comics, and larger number of news stories. A few voted for the tabloid type of paper of sensational nature. One reason given for such a choice was that they liked a lot of pictures.

Bulletin displays.-- The first bulletin display seemed to attract many of the students who eagerly volunteered to collect, sort, and post clippings for other such displays. One artistic girl made bulletin headings for each type of article. Another art student prepared a drawing of a globe with the titles of well-known newspapers located in the cities where they are published.

Activity causing greatest interest.-- Core activity 12 on the study and activity guide seemed to interest the majority of the students, who hunted for excellent feature articles. Many of the students were eager to read the articles brought in by others and as a result there was constant exchange. The scientific articles seemed to arouse the greatest interest as these mentally alert

youngsters appeared to appreciate the significance of progress in science and were anxious to know of recent advancements.

An excellent opportunity for well-organized expository composition was afforded by this core activity, which called for the writing of a feature article. It was clear from their access to authorities that the interested students were doing careful work.

Most difficult activity.-- The questions concerning the structure of articles seemed to puzzle the majority, but many seemed to want to figure out answers concerning sentence structure, nature of the language, and most vivid part of speech. To those students the correct solution to the problems was a real challenge. The writer concluded from her observations that study-and-activity guides can be particularly intriguing to conscientious and mentally keen youngsters who enjoy independent problem solving. Thus the presence of several questions which must be answered by some deliberation in addition to the use of authority seems a necessity in order to stimulate such logical thinking. However, problems and questions of a less difficult nature must also be included for the less able.

Vocational significance.-- Activity 15, concerning the source of news, seemed to arouse interest in newspaper work, for a few confided to the teacher that they would like to become reporters. On the basis of their superior work in expression, they were referred to staff members of the Tamnatuck, the school magazine, so

that as juniors they might be given an opportunity to assist with its publication. One who had spoken of journalism as a possible career from his entrance into high school was delighted to receive an assignment to write a feature article concerning a new trophy cabinet, the gift of the class of 1945.

Vocabulary.-- Activity 32 concerning the use of the dictionary for all unfamiliar words, resulted in the preparation of several long lists. When the teacher discovered that many of the students did not select meanings to fit the context, she found it necessary to work with individuals regarding that problem.

Reading habits.-- Activities 34-38, related to the development of effective reading habits, caused considerable interest, as there had been a complete unit earlier in the year, at which time the pupils had recorded reading rates, and had noted individual weakness in regard to getting word meanings, selecting the main ideas, and drawing conclusions. These activities in the present unit afforded the opportunity to note individual progress, always a source of satisfaction to any pupil.

Observations during the pooling of experiences.-- The pooling of experiences resulted in discussion periods, bulletin displays of clippings and original articles, organized reports based upon research, and notebook outlines. The quality of the work was excellent on the part of the majority and the amount of interest was really gratifying.

Types of newspapers read.-- A few students, who at the start

had mentioned preference for the tabloid type of paper, now agreed that such papers could really be harmful to many readers and did not contain the best features of good newspapers. Such insight could be expected to lead to their support of papers really devoted to promoting the nation's welfare.

Structure of articles.-- Several students had carefully read the references in connection with activity 10, related to structure, and had also added references of their own choice. Some of those reading selections were as follows:

(1) Greenawalt, E., Student's Journalism Laboratory New York: Nelson & Son, 1937

(2) Neal, R.M., News Gathering and News Writing New York: Prentice-Hall, Inc., 1940

(3) Grinn, M.J., Elements of Journalism New York: Harper's, 1939

Human-interest stories.-- Human-interest stories proved a real source of enjoyment, since many were able to devise or to recall very unusual and amusing stories. For example, one boy recalled a story about the faithful dog who for eight years had gone with his young owner to the Thomas Watson School, East Braintree, and was even present at the graduation exercises during which he too received a "diploma". Similar stories from real life proved fascinating to the pupils, who, as a result, were more eager to pool their experiences in connection with other activities in the unit.

Feature articles.-- Feature articles were effectively integrated with other courses, such as history, science, and art. Articles brought in centered around astronomy, industry, architecture,

personal achievement, and travel.

Considerable interest was aroused by those articles concerning agricultural aids; these especially appealed to student 4-H Club members, who classed such articles as really instructive, since they had been released by the State Department of Agriculture.

The type of article related to adventure resulted in the unanimous agreement that one can receive great pleasure from reading of the exploits of others and that there is a real chance to share in such extraordinary feats when they are graphically described by excellent writers, such as foreign correspondents.

The composition work in connection with activity 12 proved that such work had been successfully integrated in this unit. Some feature articles had been carefully organized and had been written with expressive vocabulary and correct grammatical structure. Since a few had written scientific articles, they had properly used a number of highly technical words.

Straight news stories.-- Straight news stories were analyzed for structure and style as well as for content. Students were rather impressed by the activity and vivid pictures suggested by news accounts. They made lists of specific verbs giving exact pictures of the happening as described in the stories which they had brought in. It was evident that from this activity they had developed genuine admiration for the writer who knows thoroughly correct form and possesses an extensive vocabulary.

Insight into editorial policies and possible inaccuracies.-- Activities 14 through 20 and 25, related to possible errors, editorial policy, and deliberate propaganda, resulted in interesting discussion based upon their reading experiences. The majority showed that they now possessed real insight into the biassed nature of some newspapers. On the other hand, some revealed concept of, but little interest in, the important national issues. When they volunteered editorial opinion regarding local matters, almost all revealed fairly definite viewpoints. Since the majority still admitted preference for local news, it was clear that further individual work in this unit would be necessary to serve as a stimulus to developing a really broadened outlook and an attitude of wanting only the truth.

Claims of advertising.-- One student conducted a slogan "contest". Another, who works in a local store, had checked laws which protect the public from really fraudulent claims.

Civic value.-- Activity 25, concerning the value of newspapers as a means of giving publicity to worthy projects, seemed of special significance at this time, as students have assisted in so many such projects in connection with the present war.

Communications.-- Considerable interest was shown in activity 26 related to letters to the editor. Some letters were classed as too emotional but others were heartily endorsed. There was an animated discussion concerning possible communications regarding their own high school cafeteria, grounds, and corridors.

Reading habits.-- Reports on personal progress in regard to the activities in connection with effective reading described under the laboratory period revealed that there had been real improvement in purposeful reading. A test in comprehension of an article and in speed of reading showed considerable improvement on the part of a few, slight in the case of the majority, and none on the part of several. The test material was from Getting the Meaning, Bk. 3,[1/] part of which had been used earlier in the year in connection with development of good reading habits.

Notebook outlines and displays.-- Notebook answers to problems in the study-and-activity guide indicated that the class had developed proper insight into the purpose of the press.

Another good result of the unit work was the use of more specific words in original composition; moreover, several students had deliberately imitated the style of excellent writers whose articles were pasted in their notebooks.

Optional activities regarding photography resulted in a display of pictures taken by a few of the students, as well as reports based upon their reading.

Facts about famous newspaper writers and publishers served to personalize the work. Interest always seemed high when any of the activities could be identified with persons whose names were familiar to the pupils.

1/ M. S. Guiler and J. H. Coleman, Getting the Meaning, Bk. 3 New York: J. B. Lippencott Co., 1940.

Articles concerning hobbies were collected for a few of the notebooks. The accompanying illustrations especially attracted the attention of the pupils; an excellent device was thus afforded for teaching the importance of patterns and specific directions in connection with exposition.

The optional activity concerning cartoons was selected for individual projects by two art students, who illustrated how cartoons could be used for propaganda.

Other related optional activities.-- The topic "The Importance of the Newspaper in a Democracy" was not discussed as an organized activity but was used for informal discussion which revealed a thorough insight into the power of the press in regard to promotion of good citizenship.

A brief talk concerning the history of the newspaper was an achievement for one boy who dislikes oral compositions. So thoroughly interested was he in his personal project that he was very successful in overcoming his shyness in appearing before a class. Since his activity was one of choice, he had not labeled it with the forbidding title "oral topic".

Adverse observations regarding time limit and placement of the unit.-- Insufficient time had been allotted for the laboratory period, which could have been extended except for the fact that this was the final unit of the year. Unit organization provides for tentative time allottment, thus permitting necessary adjustment.

More effective work would have resulted from the placement of the unit earlier in the year. Such scheduling would have provided

for greater opportunity for sharing of experiences in connection with optional activities. An extensive unit of this type results in so many different kinds of projects that they can be clear to a class only when they are individually featured. Furthermore, early scheduling of this unit would have provided for its integration with other units through the school year.

Table 4. Reaction of 74 Tenth-Grade Pupils to the Unit regarding the Intelligent Reading of Newspapers

| Opinions of the Unit | Number of Pupils |
|---|---|
| Favorite work of the year . . . . | 19 |
| Best chance for the most interesting library reading . . . . . | 11 |
| Helpful with the work in other subjects. . . . . | 67 |
| Offering a chance to think because of the study-and-activity guides . . . . . | 63 |
| Interesting because of its connection with future vocations . | 9 |
| Demanding too much work . . . . . | 7 |
| Not presenting enough material for some of the problems. . . . | 9 |

Pupils' opinions.-- The reaction of the pupils to the unit was indicated by their response to a questionnaire, check lists, and a test of mastery, the results of which are summarized in Table 4 and Table 5.

Table 5. Factors Related to the Intelligent Reading of Newspapers as Indicated by the Test of Mastery and Check Lists Submitted by 74 Tenth-Grade Pupils of Braintree High School.

| Factors Related to the Intelligent Reading of Newspapers | Number of Pupils | |
|---|---|---|
| | Beginning of Unit | Completion of Unit |
| Acquaintance with press services and duties of foreign correspondents. . . . . | 59 | 71 |
| Belief that space, prominence of position, and size of headlines do not always indicate the importance of an article. . . . . | 43 | 69 |
| Recognition of the nature and purpose of human-interest stories . . . . . | 39 | 65 |
| An understanding of the structure of articles . . . . . | 27 | 65 |
| An understanding of the control of policy . . . . . | 25 | 71 |
| An understanding of syndication . | 21 | 69 |
| The habitual use of the dictionary in connection with newspaper reading . . . . . | 7 | 29 |

The opinion of the 67 pupils who found this unit helpful with the work in other subjects indicates the desired broadening effect of such a unit with its opportunity for access to several authorities and its revelation of progress in the various fields of endeavor related to secondary-school subject matter.

The habitual reading of good newspapers for unbiassed information concerning events of the world could be expected on the part of many of the pupils as a result of this unit, since one-fourth indicated that this work was their favorite of the year and the majority expressed considerable interest in the unit.

The belief of the pupils that this unit offers a chance to think because of the study-and-activity guides is of great importance to one who is organizing course material, for it definitely justifies unit organization as educative and democratic with each individual allowed freedom of choice of activities and an opportunity to think about personal problems in relation to the goal. It seems safe to conclude from such an expression of approval of unit organization from those most vitally concerned that adherence to a single textbook with the greatest emphasis upon subject matter without an opportunity for varied activities related to a carefully formulated goal would indicate that the classroom work is being conducted for the purpose of indoctrination rather than education.

The results of the mastery test reveal that great improvement was made as a result of the unit in regard to an understanding of the

control of policy, syndication, and the structure of articles. With the majority of pupils aware of the control of policy, the desired learning products of respect for truth and desire to know both sides of an issue should result. The fact that the majority of the pupils showed an understanding of the structure of articles would indicate that carefully organized activities can result in the mastery of technical points without hindrance to the attainment of the goal as expressed in the statement of the unit.

Abstract

During the second semester of the year 1944-1945, the writer, who was enrolled at the School of Education at Boston University as a member of a course entitled "Seminar in Secondary Education", chose as her individual project the unit organization of the topics "Character Revelation in Drama" and "Intelligent Reading of Newspapers".

The first step in the systematic preliminary planning was to discover the abilities, interests, and aptitudes of the class members in the area represented by the topic "Character Revelation in Drama". Guidance-department records, consisting of subject achievement, personality-rating scales, interest questionnaires, health records, intelligence quotients, and grade level of reading ability, revealed pertinent data concerning the 74 slightly better than average or quite superior college-preparatory students for whom the unit was being organized. For example, this tenth grade class ranged from 105 to 140 in intelligence quotient, and from the ninth grade to the fifteenth in reading ability. Adverse conduct tendencies were noted as a result of reference to comment sheets and of observation on the part of the instructor herself. It was the conclusion of the writer that the best result of the study of drama should not be its analysis as a type but its influence upon the character of the students.

A questionnaire answered by the students regarding their concept of character revelation showed that although few seemed to recognize the ethical implications of plays, the majority were

particularly interested in dramatic selections. Since the area of dramatics was a source of enjoyment, it seemed reasonable to expect that these young people might develop the proper insight into what constitutes strength of character through carefully organized activities in that area.

The second step in the work was the formulation of a tentative teacher's goal encompassing the growth which these pupils should have an opportunity to make. A goal encompassing proper relationship with and service toward one's fellow-beings was verbalized in the form of a general statement; after boundaries were set by the delimitation, a list was made of probable indirect and incidental learning products.

The third stage of the planning consisted of the selection and organization of activities with careful consideration of facilities available or attainable. The readings selected were not only collections of plays to be required of all of the class members, but also of dramatic histories, analyses of dramatic technique, essays, and biographies, sufficiently varied to challenge these pupils of different interests, abilities, and aptitudes. The pertinent questions and activities first noted on individual cards were later organized into a unit assignment with suggested core experiences, optional activities, and related readings in code.

The introduction of the unit consisted of two class periods devoted largely to recall of plays previously read or seen and to discussion related to the great conflicts and problems depicted by drama. During the second meeting, the introductory set of

questions included in the study-guides was used for the purpose of formulating the goal to be attained.

The laboratory period of two weeks was devoted to individual and group work. The core experiences consisted of the study of three plays related to the goal and the reading of a biography or autobiography with attention focussed upon its analysis for dramatization in order to reveal the manner in which truly great people face the obstacles that confront them. Optional activities included the following: the study of the history of drama; the reading of the life and works of American playwrights; the analysis of plays for selection of themes; the writing of short dramatic sketches based upon biographies and historical events; the study of stage settings; the planning of quiz programs; the use of radio scripts; and class dramatizations.

During the pooling of experiences, discussions, reports, and organized programs seemed to indicate that the unit had effected a high degree of desired growth in meaning and insight; this fact was established by their selection of dramatic themes, character analysis, and evaluation of personal achievement. Great entnusiasm was shown for dramatizations in the classroom, on the stage, and over the loud speaker system. One of the really gratifying results of this unit organization was the successful integration of both oral and written composition through dramatic presentations and notebook projects.

A test of mastery regarding the pupils' understanding of character revelation in drama revealed that 69 of the 74 pupils now

understood the fact that all drama is based upon conflicts and problems and selected willingness to make sacrifices as an especially commendable trait; 67 had the ability to verbalize the proper use of power; and 64 realized the true ethical significance of plays.

The second topic selected for unit organization was "The Intelligent Reading of Newspapers". To supplement the data already known concerning the abilities and aptitudes of the pupils in the area represented by the topic, a questionnaire was submitted. The need for the unit was established by their answers, which indicated that a large number did not read daily newspapers; the majority of those reading newspapers read only local papers; over half read only the local news, comics, radio programs, science, aviation, advertising, and sports; only about one-third understood the structure of articles and the control of policy; and only a few ever looked up unfamiliar words. After careful consideration of the facts revealed by the answers to the questionnaires and of all the factors which the writer considered vital to the intelligent reading of newspapers on the part of tenth-grade pupils, there was prepared (1) a general statement of the unit, (2) a delimitation of the unit, and (3) a list of probable indirect and incidental learning products.

Core experiences and optional related activities were planned after the careful consideration of the following: library reference material, most of which was to be made accessible in a classroom library, and the possible integration of the unit with the pub-

lication of the high school magazine.

The introduction of the unit consisted of discussion of the different newspapers and types of articles read. After the consideration of clippings, study and activity guides were distributed; an important part of the introduction was the study of the glossary of newspaper terms.

The laboratory period which followed was devoted to individual and group work with core experiences and optional activities. In connection with the core experiences considerable time was devoted to the following: the analysis of newspapers into types, such as morbid, sensational, liberal, and conservative; the reading of departments usually ignored; the structure of articles; the reliability of the news; the control of policy; the claims of advertising; the use of the newspaper for civic improvement; and the development of proper reading habits.

Optional activities included collecting clippings for notebook projects, the study of newspaper photography, acquaintance with people famous in the newspaper world, a visit to a newspaper office, study of the comics, collecting articles related to hobbies, assembling an ideal newspaper, preparing golden rules for newspaper writing, arranging forum discussions, writing interviews, the study of vocational opportunities, and other activities related to the intelligent reading of newspapers.

During the pooling of experiences there were discussion periods, bulletin displays, and formal reports based upon research. Successful integration with history, science, and art had resulted from

the work with feature articles centering around personal achievement, astronomy, industry, and architecture. Composition was successfully integrated by the experiences with analysis of structure and by creative work for class publications. In connection with reading habits, considerable progress was made in regard to purposeful reading and in adjusting the speed of reading.

At the conclusion check lists and a test of mastery revealed the reaction of the pupils to the unit and its effect upon their reading of newspapers. 67 of the 74 pupils found the unit helpful with the work in other subjects; 63 expressed preference for unit organization; 71 showed an understanding of the control of policy; 65 revealed an understanding of the structure of articles; and 29 claimed the use of the dictionary in connection with newspaper reading. As a result of student discussion and reports the author concluded that the majority in the class fully understood deliberate propaganda and had developed a genuine respect for the truth.

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